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ABSTRACT

This report describes the past 15 years of work by the National Board for Professional Teaching Standards (NBPTS) to raise the standards for teacher quality. The NBPTS identified five core propositions that describe the knowledge, skills, and dispositions characterizing accomplished teaching. It created professional standards for K-12 teachers, establishing an assessment system and voluntary certification process in every area of teaching. There has been a dramatic increase in recent years in the number of states and districts offering incentives for NBPTS-certified teachers. NBPTS certification is now recognized as a symbol of professional teaching excellence. Some of the other accomplishments of the NBPTS have included commissioning new research about effectiveness and revising and updating standards and assessments. This report includes essays by an NBPTS board member, NBPTS certified teachers, a teacher educator, NBPTS teachers who became teachers of the year, and a businessman who builds partnerships between business and education leaders. (SM)

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RAISING THE STANDARD

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NBPTS MISSION STATEMENT

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do,
- Providing a national voluntary system certifying teachers who meet these standards, and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

Dear Friend:

Please join us as we celebrate the 15th anniversary of the National Board for Professional Teaching Standards. Many people have played a valuable role in our growth and our success. As you read sections of this commemorative booklet, I trust you will learn even more about our organization, our mission and our goals.

I hope you will use this anniversary as an opportunity to reflect on your own involvement with the Board and its efforts to recognize and promote accomplished teaching. How can you encourage accomplished teaching? Are there ways you could spread the message of accomplished teaching to even more audiences? What more could we all do to improve our schools for the next generation?

I want to thank our founders, Gov. Jim Hunt and Jim Kelly, for their vision and support. I also want to thank NBPTS Board Chair Barbara Kelley and all past and present board members for their unflinching belief in the National Board and its work. To our National Board Certified Teachers, I again add my congratulations for the commitment you have made to improve education in our country.

We have an exciting history — and an even more exciting future together — as we continue working to promote better teaching, better learning and better schools.

Betty Castor
NBPTS President

Dear Friend:

In National Board terms, our organization is now crossing from early adolescence into adolescence/young adulthood. As a parent and teacher, I know this represents a time when slowly (but not necessarily steadily!) the tantalizing glimpses of potential become the realization of promise.

With our standards and certificate framework solidly established, and tens of thousands of NBCTs and candidates working across the country, our potential is evident. But there is still work to be done before the promises of teacher leadership and systemic education reform anchored in National Board Certification are realized.

The efforts of many teachers, administrators, teacher-educators, policy-makers and business and union leaders have brought us this far, this fast. It is a credit to the board of directors, to President Betty Castor, to the NBPTS staff, and to all of the NBCTs and our supporters that our future looks so promising. We owe a special thanks to those who were here at the beginning — your early vision made this 15th anniversary possible.

Barbara Kelley
NBPTS Chair

Raising the Standard

Fifteen years ago, the National Board for Professional Teaching Standards (NBPTS) made a promise to the nation's teachers and citizens to raise the standard for teaching in America through an advanced certification system for highly accomplished teachers. The National Board's founders believed this effort would make teaching a more attractive field — with high and rigorous standards and rewards for those who meet them — and would influence the quality of teacher education, licensure, professional development, and ultimately, teacher practice in classrooms throughout the nation. The National Board pledge to recognize highly accomplished teachers has indeed improved the quality of schooling for young people. The vision of the founders has become a reality.

In 15 short years, the National Board for Professional Teaching Standards has fulfilled its commitment, making unparalleled progress in raising the standard for teacher quality. The National Board identified five core propositions that describe the knowledge, skills and dispositions that characterize accomplished teaching. It created, where none existed before, professional standards for the nation's K-12 teachers. From those standards, the National Board established a powerful, valid, and fair assessment system and voluntary certification process, in every area of teaching, that remains state-of-the-art among all professional fields.

Over the past five years, the National Board has built on these early triumphs, giving way to widespread adoption of its standards into mainstream education policy and teaching practice. The National Board created a market for accomplished teaching by providing, for the first time, a basis for financial incentives. The result has been a dramatic increase in the number of states and districts offering incentives for National Board Certified Teachers® (NBCTs). Today, virtually every state and more than 400 school districts offer financial rewards or incentives for teachers seeking National Board Certification®. Buoyed by these incentives, the number of NBCTs has exploded in the last five years from fewer than 1,000 to more than 16,000 in 2001. The National Board expects this double-digit growth to continue throughout this decade, putting the organization on target to reach its goal of 105,000 National Board Certified Teachers in 2006.

"In the next decade, NBPTS will have certified nearly 200,000 of the nation's teachers," says NBPTS President Betty Castor. "Although National Board Certified Teachers will never be a majority, a critical mass is helping to transform the profession and raise the bar for all teachers to live up to this high standard."

In 15 short years, the National Board for Professional Teaching Standards has fulfilled its commitment, making unparalleled progress in raising the standard for teacher quality.

The Five Core Propositions

I. **Teachers are committed to students and their learning.**
II. **Teachers know the subjects they teach and how to teach those subjects to students.**
III. **Teachers are responsible for managing and monitoring student learning.**
IV. **Teachers think systematically about their practice and learn from experience.**
V. **Teachers are members of learning communities.**

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New approaches to teacher evaluation developed by the National Board are now regularly used for teacher preparation, licensure, and professional development.

The monumental growth and impact of National Board Certification would not have been possible without the United States Congress. This extraordinary federal-private partnership of the last twelve years funded significant portions of the research and development of the certification system, as well as incentives to states to boost the number of teachers seeking the distinction of National Board Certification.

The National Board's 15th anniversary represents an important milestone not just in the number of teachers being certified, but also in the increasing importance of National Board Certification to every phase of a teacher's career. New approaches to teacher evaluation developed by the National Board are now regularly used for teacher preparation, licensure, and professional development. In recent years, the National Board has:

- **Developed standards and assessments in virtually every field of teaching.** NBPTS currently offers certification for teachers in 95 percent of all teaching fields. Certification exists in 24 areas, including Music, World Languages, and Library Media in addition to subjects such as Mathematics, English Language Arts, Science, and Social Studies-History.

- **Improved teacher education and licensure through the use of National Board Standards.** The National Board currently works with 468 colleges and universities, representing more than one-third of the nation's colleges of education, to ensure that National Board Standards are the basis for what teachers should know and be able to do. The National Council for Accreditation of Teacher Education (NCATE) have aligned requirements for master's degrees with the National Board's performance-based standards. These same education departments are using National Board Certified Teachers as adjunct faculty, mentor teachers, and innovations such as portfolios to evaluate teacher trainees. Two-thirds of states use licensing standards based on the National Board's Standards.

- **Increased opportunities for new leadership roles for teachers.** Once recognized as accomplished teachers, NBCTs are using their increased status and credibility to become leaders at the school, district, state and national level. NBCTs serve as mentor teachers, department heads and chairs of curriculum committees, working to change school climate and improve school student learning. National Board Certified Teachers in nearly every state have formed grassroots networks to encourage more teachers to seek certification and to help states and districts make better use of the skills and talents of teachers.

- **Commissioned new research about effectiveness.** The National Board has begun investigating the links between National Board Certification and student achievement. Several initial studies have been completed and a major three-year examination of the influence of National Board

A Teacher Voice from the Beginning

Ester Lauderman, NBCT, NBPTS Board Member (1987 -1994)

"I was just a teacher, one of the youngest board members, and had no experience at the national policy level," recalls Esther Lauderman, a kindergarten teacher from Williamstown (W.Va) Elementary School who was a founding member of the NBPTS Board of Directors. "I had never flown anywhere or been in a taxi. I had only been teaching for seven years. When I went to the first ever meeting of the National Board, I listened to the conversation on the elevator. Everybody was referring to articles in *Education Week* and other journals. I didn't know what they were talking about. But I realized quickly that I brought a knowledge base to the group that they didn't have," she says.

The perspective of teachers was absolutely crucial in every decision, Lauderman notes. She recalled that the board originally planned to certify teachers by grade, rather than developmental level, but the teachers pointed out that such an approach would be out of line with how teachers actually work.

At the initial meeting, the atmosphere was intense. "People were on task almost every moment. I don't think anybody really knew how big the job would be," she says. "Over dinner or evening discussion, there was constant philosophical thinking about the work we were doing... It gave me confidence."

"The experience helped me realize how important our profession is and the tremendous knowledge base we have. It's an opportunity every teacher should have — to be a decision maker, a leader in the profession."

Since her work on the board, Lauderman has become an advocate in West Virginia for NBCTs and early childhood issues. Two years ago, she began to work on her early childhood certificate with eight other local schoolteachers and achieved NBCT status last year.

An advisor on the Board's first early childhood assessments, she notes that the new assessments were nothing like the initial version. "I knew we wanted board certification to be rigorous, but I couldn't believe it was this hard — and consuming." The process, she says, taught her a great deal about her teaching and was the hardest thing she'd ever done in her life. "I looked at the rubrics, my classroom entries and videotape, and could see where I wasn't measuring up. It gave me the opportunity to see my strengths and weaknesses and do something."

"We developed a process and did it right. Sometimes we were criticized for taking too long or for spending too much money on research and development. But this was a project that was not slapped together haphazardly. We brought together the most knowledgeable people — people with vision, wisdom, and experience. To quote NBPTS founding President Jim Kelly, 'we did it as fast as we could do it, but only as fast as we could do it right.'"

On the left, Lee Shulman. On the right, founding President Jim Kelly.

When we started out, states had 1,700 names of different licenses for teachers. It was a hopeless, mindless system of job classification.

Jim Kelly, founding President, NBPTS

Certification on teaching and student achievement is underway. These studies include qualitative research, which discovered that four out of five NBCTs say that the process was the most significant professional development activity they had ever experienced. In addition, scientifically constructed validity studies show how these teachers significantly outperformed their peers on 11 out of 13 key measures of good teaching. NBPTS is participating in a series of research projects and proposals managed by the RAND Corporation, investigating the performance of students of NBCTs, the performance of NBCTs with challenging or low-performing students, research about minority candidates, and the effects of classroom climate and styles of teaching.

- **Revised and updated standards and assessments.** The National Board regularly collects comments from NBCTs, veteran candidates, K-12 teachers and other educators to incorporate changes in the field. A "Next Generation" of assessments have been completed and continue to undergo several changes. All certificate areas now include standards for how teachers should use technology, National Board Standards and registration for National Board Certification are now available online, and portfolio instructions are available via CD-ROM.

The Beginnings of a Movement

Albert Shanker

The National Board's growing influence on teaching has realized the vision of the Board's founders. The first major call for the establishment of a national teacher standards and evaluation board came in 1985, when Albert Shanker, president of the American Federation of Teachers, described how such an organization might work:

> **It would be a group that would spend a period of time studying exactly what a teacher should know before becoming certified and the best way to measure that knowledge. It would seek to have instruments established. It might be that existing testing agencies would create such instruments to be looked at and evaluated by this board. Over a period of time, I would hope the board would eventually be controlled by the profession itself, even if it didn't start completely that way.**

This vision moved a step closer to reality when the Carnegie Corporation of New York funded the establishment of NBPTS following the recommendations of the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. The task force's final report — *A Nation Prepared: Teachers for the 21st Century* — released on May 15, 1986 in San Diego, CA, called for the creation of a board to "define what teachers should know and be able to do" and "support the creation of rigorous, valid assessments to see that certified teachers do meet those standards."

A planning group, later to evolve into the NBPTS Board of Directors, made crucial decisions about the direction and structure of the new organization. Chaired by former North Carolina Gov. James B. Hunt, Jr., the planning group stipulated that the majority of the National Board's 63 board members would be teachers currently active in the classroom. "This was more than a symbolic gesture," says Gov. Hunt. "This effort, to have any chance of success, needed to have credibility and the confidence of the teachers."

From the very beginning, teacher decision-making and leadership has remained the hallmark of the National Board. "Not only does the board of directors have a majority of teachers, but also every standards committee and assessment development team, and all assessors of teacher work are classroom teachers," notes Barbara Kelley, a physical education teacher from Bangor, Maine, who in 1997 replaced Gov. Hunt as chair of the National Board. National Board Certification is developed by teachers for teachers, with teachers heavily involved in each step of the process from writing standards, designing assessments, and evaluating candidates.

Standards and Assessments

The National Board's Standards reflect a dynamic national consensus about the critical aspects of teaching that distinguish the practice of exemplary teachers in each field. They cut to the core of education reform by focusing attention where it must be: in the classroom, with teachers and students. The standards, which serve as the basis for National Board Certification for accomplished teaching, routinely undergo periodic review and revision by an expanded committee of teachers, college and university professors and other professionals. The standards also form the basis for the revolutionary performance-based assessments that are at the heart of National Board Certification. These evaluations defied subjective one-size-fits-all evaluations that were the traditional approach of the day.

At the time the National Board was established, education experts lacked agreement about how to evaluate accomplished teaching. Most teacher evaluation policies in the United States had an administrator assess an elementary or secondary teacher's ability using the same basic checklist.

"This vision evaluated teaching without reference to knowledge, level of understanding, or planning," says Lee Shulman, president of the Carnegie Foundation for the Advancement of Teaching. "By contrast, the competing model [implemented by the National Board] held that teachers were professionals in complex and uncertain environments. It said that quality was found not in teachers' behavior, but between their ears. The National Board's certification process explores how deeply teachers understand what they are teaching and grasp how to transform knowledge into instruction for kids of different ages."

"The National Board Certification process represents the complexity of teaching better than anything else. The original assessment idea was clearly a rejection of business as usual in the testing

The success in establishing standards was key. That's what establishes teaching as a profession — an accepted body of knowledge put together by practitioners about the craft.

Barbara Kelley, Chair,
NBPTS Board of Directors

Over time, I firmly believe these National Board Standards will become the norm, no matter where one teaches in the United States. They will define how teachers are prepared and assessed.

Mary Hatwood Futrell, former president, National Education Association

world," says Mari A. Pearlman, vice president of the Educational Testing Service's Teaching and Learning Division, which was responsible for conducting the exercises.

To keep these assessments from being too theoretical and make them workable in the real world, the National Board established its **APPLE** criteria that insisted that all the board's assessments must be:

- **A**dministratively feasible
- **P**rofessionally acceptable
- **P**ublicly credible
- **L**egally defensible
- **E**conomically affordable

Meeting all these requirements led to a new innovation — the development of teacher portfolios to show knowledge and performance in context. "We established a hybrid. The assessment center tapped into their knowledge of content. The portfolio allowed a glimpse at not simply richness of content, but also how effective they are at how they teach," Shulman says.

The National Board put these theories and innovations to the test when it conducted a national field test in 1993 of its first two assessments, Early Adolescence/ English Language Arts and Early Adolescence/Generalist. The National Board recruited a few hundred teachers to submit portfolios and participate in assessment center exercises at 27 sites throughout 19 states.

"There was not even a hint of money or reward, in fact most teachers didn't even know what National Board Certification was," says Sharon Draper, 1997 Teacher of the Year and a Cincinnati-based NBCT in English Language Arts who participated in the original field test. "Yet the process was the most meaningful and personally satisfying experience I've ever had as a teacher ... I had never been involved as a pioneer in something that could change the world. I can look back and see that I was there driving the covered wagon going up the mountain. I did it because I knew this would be important for other teachers and important to the students in my classroom."

While some of the initial standards and assessments were, in the words of Jim Kelly, "far too mechanical; too particularistic and not integrated with the task of teaching," the teams of scholars, researchers, and classroom teachers and board members melded different philosophies and approaches to produce effective measures of what teachers know and can do. The process led to major contributions in teacher evaluation and performance assessment. In the end, the standards and assessments clarify, define, and codify what the profession believes is exemplary practice.

In its drive to continually improve the standards and assessments, NBPTS has made significant changes over the years. The standards, which once were available only in paperback, are now easily accessible on the Internet at no charge for all teachers to use and study. Teachers also can now put their scores for the parts of the assessment they did pass in a "bank" so they only redo the specific certification requirements they did not initially achieve. The "banking" process "gave real meaning to teachers that we were serious that there is no shame in being 'not yet certified,'" notes former NBPTS board member and Vice President Mary-Dean Barringer. In addition, the National Board has streamlined the assessments, eliminating repetition and oversampling required in the experimental stages, without sacrificing validity.

Creating Teacher Leaders

Diane Hughart, NBCT
Early Adolescence/English Language Arts (1993-94), Virginia
Rick Wormeli, NBCT
Early Adolescence/Generalist (1993-94), Virginia

Two members of the first "class" of National Board Certification admit they had no idea what they were getting themselves into. But, Diane Hughart and Rick Wormeli also agree that the experience was well worth their time and effort.

Hughart, who had been teaching for just three years when she joined the National Board Certification field test in 1993-94, says the process has shaped her teaching career. "The larger part of my teaching career has been as a National Board Certified Teacher," she notes.

Beyond focusing her teaching practice, achieving National Board Certification has also offered Hughart many opportunities to lead presentations and meet teachers throughout the country. She even participated in a project with Arts & Entertainment (A&E) as the network sought advice from teachers as it packaged episodes of its "Biography" series for use in middle school classrooms.

Wormeli says he committed to seeking National Board Certification "naively, without an understanding of the endurance that would be needed to complete the process" in just two months. He recalls racing to the only post office in his area open on a snowy January night, only to find two other candidates hastily taping the boxes containing their portfolios.

"They were insuring their boxes for $600 and assuring the postal clerk that they weren't committing mail fraud, that the boxes really were that valuable," he says. "Then they told me that two other teachers in our cohort had just left the post office."

Achieving National Board Certification brought Wormeli "much closer to that masterful teacher I will be one day." Because he was one of the first NBCTs to be introduced to the nation, Wormeli also became something of a media star. He appeared on "Good Morning America" and was featured in *Good Housekeeping* and *National Geographic*. He became a consultant for a textbook publisher and began writing a regular column for the National Middle School Association journal *Middle Ground*. Wormeli worked with scientists at the Smithsonian to write curriculum for the Giant Squid Exhibition and consulted with President Clinton's science advisor on the Museum School Partnership. In addition, he was honored as Outstanding English Teacher of the Nation, American Teacher Awards, in 1996.

"The doors kept opening, but the weirdest point was when the school board in our district actually called to ask my opinion on educational issues. Usually, I have to beg, borrow and plead to get them to listen to an idea," he says. "It gave me a voice I'd never had until that point."

More recently, Wormeli has become a well-known public speaker and author; his most recent book is *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher*.

Hughart's greatest aspiration, like that of most NBCTs, is continuing to teach. "It's just what I really enjoy doing," she says. "I want to continue working with students because it's challenging and stimulating. You can't predict a day in advance, and every day you need to be thinking and responding all the time. I want my students to be interested and excited about learning and to feel good about themselves."

Since achieving National Board Certification, Hughart has gone on to earn a graduate degree in special education. She now teaches English at an alternative school for students with severe emotional disabilities. In addition, she continues to mentor candidates for National Board Certification.

"That's another thing I like about National Board Certification. It leads to opportunities to take on other roles as a teacher, but you can continue to work with students," Hughart says.

The enduring legacy of the National Board is that teachers themselves, with the help of others who care and support them...have set high and rigorous standards for their profession, have developed valid ways of assessing teachers who meet those standards, and have committed themselves to having a profession of high standards that serves America's children by helping them learn.

Gov. James B. Hunt, Jr. founding chair, NBPTS Board of Directors

Creating Awareness

Gov. James B. Hunt, Jr. speaks at NBPTS' 10th Anniversary.

Once the standards, assessments and logistics had been worked out, leaders of the National Board had to tackle the biggest question of all: *If we build it, will they come?* Unlike state licensing systems that set requirements for teachers, National Board Certification is a voluntary system of high and rigorous standards for experienced teachers to demonstrate accomplished practice. The National Board needed states and districts to give teachers a reason to participate by establishing incentives, rewards and recognition for National Board Certified Teachers.

This marketing challenge was addressed by setting — and meeting — an ambitious internal goal: to establish supports in every state by the end of the decade and recruit key local school districts in each state to actively promote National Board Certification. The National Board worked with its many stakeholder organizations to encourage state lawmakers and governors to pass legislation putting strong incentives in place. Gov. Hunt sent personalized letters to governors around the nation congratulating them on new NBCTs in their state, or incentives and suggesting ways to expand their efforts. NBPTS worked to ensure that governors mentioned National Board Certification in their state of the state addresses. Wisconsin Gov. Tommy Thompson was the first to do so.

The efforts by NBPTS staff, board members, volunteers, and NBCTs to spread the word led to a steady drumbeat of small victories that built momentum. In 1992, the Rochester Teachers Association struck a deal with the City School District of Rochester, N.Y., that included collective bargaining language to cover the cost of certification fees in its teachers contract. In 1994, New Mexico became the first state to offer incentives for National Board Certified Teachers, including covering the cost of the certification fee and providing leave days to work on portfolios, an allowance for materials and supplies, reimbursement of expenses, and technical assistance from university personnel.

With support from Gov. Hunt, state Senator Howard Lee and members of the state general assembly, North Carolina soon trumped these incentives in 1994 with a plan that not only paid for release time and certification fees, but also offered NBCTs a big salary boost. Mississippi soon followed suit, offering fee reimbursement to candidates who completed the certification process on top of a $3,000 salary increase. Two years later, Ohio provided funding to cover the cost of certification fees for 250 candidates.

These initiatives could not have been created without the strong bipartisan support of governors who served on the National Board, including Thomas Kean of New Jersey, George Voinovich of Ohio, Terry Branstad of Iowa, Marc Racicot of Montana,

Dedicated to Teacher Education

Mary Diez, Graduate Dean, Alverno College, Milwaukee, Wisconsin, NBPTS Board Member (1994-2000)

Mary Diez began her career in education in a rural Nebraska high school, teaching English, French, art, journalism, speech, drama, and religious studies, even coaching volleyball one year.

These days, Diez approaches teaching from a different perspective. As Graduate Dean of Alverno College in Milwaukee, Wis. and a former board member for the NBPTS Board of Directors, she represents the role of institutions of higher learning in the National Board Certification process.

In fact, Diez has long been active in all three organizations of the "three-legged stool" that supports accomplished teaching: the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Council for Accreditation of Teacher Education (NCATE). She and colleague Peggy Blackwell have written four NCATE monographs on the relationship between National Board Certification and master's programs in education at colleges and universities around the country.

A key finding of Diez and Blackwell's research has been the need to foster a collegial working relationship between NBCTs and the education faculty of colleges and universities in designing teacher education programs.

Diez calls those kinds of collaborations "critical to the development of meaningful master's programs for teachers. As Peggy Blackwell and I point out in our monographs, too often teachers perceive courses as being designed for the instructor's interests and not for the teachers' needs."

In all, more than 460 colleges and universities, representing more than a third of the nation's colleges of education, report involvement in one or more National Board initiatives. That's an increase of 214 percent in one year.

Diez's dual perspective at the college and secondary level helps her appreciate National Board Certification as "a method of reflection and a way of continually updating" one's teaching practices. College education departments are finding that National Board Certification is "a useful model in reassessing how master's of education programs work and the standards they seek to uphold," she notes.

The role colleges and universities play in promoting National Board Certification and supporting teachers who are seeking certification helps "establish the kind of relationships that will be meaningful in both directions — providing support to teachers and learning from teachers who go through the process," Diez adds. "The latter can feed into the redesign of meaningful master's programs."

Betty Castor (far left) and Bob Wehling (far right) thank Ohio Gov. Bob Taft for his support of National Board Certification.

Gary Locke of Washington and Tommy Thompson of Wisconsin. By 1999, incentives existed in 38 states and 138 school districts.

New forms of incentives swept the nation, leading to new board-friendly policies in virtually every state and hundreds of school districts. For example, in Coventry, Rhode Island, which in 2000 became one of the first districts to include language supporting National Board Certification in its teacher contract, NBCTs receive a $7,500 annual stipend and candidates receive support and leave time to work on portfolios. In Chicago, the nonprofit Chicago Public Education Fund provides NBCTs with a $3,000 salary supplement with additional funds for teachers who mentor candidates and schools with six or more candidates. California provides a one-time $10,000 bonus and an additional $20,000 to NBCTs who teach in low-performing schools (paid out over four years.)

Recognizing early on the value National Board Certification would bring to both students and teachers, Congress began its support for the National Board in 1991 through annual allocations. In 1999 Congress approved funding for the federal Candidate Subsidy Program — an important supplement to state and local efforts to further raise the number of NBCTs in our nation's classrooms. Under President George H. W. Bush's administration, Secretary of Education Lamar Alexander strongly endorsed the National Board and provided the first federal grant to the

The National Board's success in Washington, D.C., and in the states is due in large part to the impressive coalition of support it has garnered for its mission. NBPTS enjoys support from the following organizations:

American Association of School Administrators

American Educational Research Association

American Federation of Teachers

Association of Colleges and Schools of Education in State Universities and Land Grant Colleges and Affiliated Private Universities

Association of Teacher Educators

Council for American Private Education

Council of Chief State School Officers

Council for Exceptional Children

Council of the Great City Schools

International Reading Association

National Alliance of Black School Educators

National Alliance of Business

National Association of Elementary School Principals

National Association of Independent Colleges and Schools

National Association of Secondary School Principals

National Association of State Boards of Education

National Conference of State Legislatures

National Council for Accreditation of Teacher Education

National Education Association

National Governors Association

National Middle School Association

National School Boards Association

From National Board Certified Teacher, to

Teacher of the Year

Sharon Draper, NBCT, Early Adolescence/ English Language Arts (1993-94), Ohio
Michele Forman, NBCT Adolescence and Young Adulthood/ Social Studies-History (1998-99), Vermont

Sharon Draper

Michele Forman

Michele Forman gives one simple reason for seeking National Board Certification: "I wanted to be a better teacher."

The extent to which she has accomplished that goal has probably taken her by some surprise. Soon after achieving certification, Forman was named Vermont Teacher of the Year and then National Teacher of the Year (2001). She joins NBCT Sharon Draper, 1997 National Teacher of the Year, in being awarded this honor from the Council of Chief State School Officers.

"More important than those awards was what National Board Certification did for my teaching," Forman says. "I had been teaching all my adult life, in one form or another, but this process brought my teaching to a new level."

Long-time teachers often "codify" their practice, she suggests. Instead of teaching reflexively, "the National Board Certification process causes us to reflect more deeply about what we're doing, why we're doing it, and what we hope to accomplish."

Forman has been sharing her enthusiasm for her profession around the world since being named National Teacher of the Year. "I've traveled from Portland, Oregon, to Portland, Maine, and just about everywhere in between. It's been an intense education," she says.

She has spoken with President Bush and U.S. Secretary of Education Rod Paige, conversed with governors, served on several commissions and picked up three honorary doctorate degrees during her tour. She also spent two weeks in Singapore and another two weeks in Japan.

"It's not every day you get to have a conversation about teaching with the Minister of Education in Singapore," Forman says with a laugh. "This has been a bully pulpit for me to speak out about what I believe about education. And I can credit National Board Certification for making me more articulate about my own teaching."

As 1997 National Teacher of the Year and a former board member for the National Board (1995-1999), Sharon Draper says those honors have given her something all teachers need—professional recognition. "These days, people say, 'Oh, you're a National Board Certified Teacher?' It has added a level of professional respect to who I am, and that's a good feeling," she says.

Now retired from teaching after 30 years, Draper remains active in education, writing novels for young people and books for educators. She also is a frequent speaker at conferences and teaching workshops, and she mentors both new teachers and veteran educators close to burning out after years in the classroom. Her pet name for the latter group is "crispy people," after her book *Not Quite Burned Out, but Crispy Around the Edges*, and her aim is to "help them find their way back to what they loved about teaching."

"They get lost in the bureaucracy, the testing, the requirements and the rules," she says. "They forget the good they actually do."

It may be that Draper keeps so busy just because it's a habit she can't seem to break. In 1994, as she was teaching full-time and working toward National Board Certification, she also published her first book.

"The National Board Certification process shows teachers graphically what they're capable of doing," she says. "Until we sit down and think about it and write about what we do, we don't even realize how much we do."

With every teacher she mentors and at every conference she presents, Draper says she always talks about the benefits of National Board Certification.

"It's funny, when I first started, everyone would say, 'What's National Board Certification?'" Draper recalls. "Now when I ask, 'How many National Board Certified Teachers do I have in the room?' three or four will raise their hands, or sometimes five or six — or if I'm in North Carolina, 30 or 40. And, these days, no matter how many people raise their hands, everybody knows what I'm talking about."

NBPTS President Betty Castor (right) recognizes Gov. Jim Hodges of South Carolina for his support of National Board Certification.

National Board, thus starting the research and development of the certification system. President Clinton used his 1997 State of the Union address to support the goal of 100,000 NBCTs by 2006. Richard Riley, President Clinton's Secretary of Education, was instrumental in expanding the reach of National Board Certification.

The National Board also partnered with major business groups and corporations to promote National Board Certification. A 2001 report, *Investing in Teaching,* prepared by the National Alliance of Business, challenged the nation to ensure that "every school should have a cadre of 'master' teachers certified by the National Board." The business community has supported this call by supporting a wide array of National Board programs. The State Farm Insurance Companies has been a long time supporter of the National Board and recently renewed its commitment by providing scholarships for teachers, leadership opportunities for NBCTs, candidate support, and work with other education organizations. Similarly, Washington Mutual Foundation is the founding supporter of the National Board Scholarship Program that provides hundreds of scholarships for teachers. AT&T has provided generous support to the National Board over the years, with the most recent contribution providing the financial support for the Digital Edge project, which provides online lessons created by accomplished teachers to be used by future teachers. Apple is providing the in-kind support of technology and technical assistance to build and maintain the Digital Edge. Procter & Gamble has provided support for targeted outreach to teachers in Hispanic areas.

In addition to the National Board's founding benefactor Carnegie Corporation of New York, major national foundations continue to advance NBPTS' work. Since 1993, Atlantic Philanthropies supported a wide range of programs including a complete upgrade of the National Board's technology infrastructure. Most recently their support has promoted the National Board's efforts to increase the body of research on National Board Certification. The Pew Charitable Trusts is one of the National Board's original funders, contributing generously to recruitment and leadership programs. The Wallace-Reader's Digest Fund funded research and development to help build the National Board Certification system and a program to promote National Board Certification in four communities with low student achievement rates. The John S. and James L. Knight Foundation made it possible to grow a comprehensive National Board Certification program in Charlotte, North Carolina.

Today, as throughout its history, two of the National Board's staunchest supporters continue to be the nation's teacher unions that provide "on the ground" support for members who seek National Board Certification. For years, the National Education Association (NEA) has provided publications, training modules, web information, workshops, networks, outreach to other types of organizations,

Leading a Company
that Cares about Accomplished Teaching

Edward B. Rust, Jr. Chairman and CEO,
State Farm Insurance Companies

For his work in building partnerships among business and education leaders, Edward Rust, Jr., chairman and CEO of State Farm Insurance Companies, received the 2002 James A. Kelly Award for Advancing Accomplished Teaching from the National Board for Professional Teaching Standards.

Former North Carolina Gov. James B. Hunt, Jr., the National Board's founding chair, presented the award to Rust as the National Board celebrated its 15th anniversary in Chicago. Rust is the second person to receive the award, named for the National Board's founding president, and given to honor strong advocates of the teaching profession. President Bill Clinton received the first Kelly Award in 2001.

Rust has been a champion of accomplished teaching for more than a decade as he identified for ways for businesses to partner with schools in preparing young people for today's work environments. Recognizing the critical role that teachers play in student achievement, he endorses the goals of the National Board to assess, certify and promote accomplished teachers.

Throughout the years, State Farm has awarded hundreds of scholarships to candidates for National Board Certification, and its regional offices host liaisons who recruit and support teachers seeking to achieve National Board Certification.

State Farm encourages its own employees to volunteer in local schools during work hours. And, in a pilot program in its Bloomington, Ill., headquarters, the company has trained 300 employees as substitute teachers; they stand in at no charge to schools for teachers engaged in professional development, including work toward National Board Certification.

"The response has been tremendous both from our employees and from area schools that couldn't find subs when their teachers wanted to pursue professional development and couldn't afford to pay them," Rust says. "Our message in offering this program is that, whether you're in business or in education, you need meaningful professional development."

In addition to his work with the National Board, Rust is active in a myriad of organizations in the business and education communities. He is current chair of the National Alliance of Business, cochair of the Business Roundtable and immediate past chair of the Roundtable's Education Task Force; he also serves on the boards of several national education organizations. In addition, he was on the transition team advising President Bush on educational matters and helping to implement the administration's educational goals.

Whenever possible, Rust looks for ways to link organizations with common goals to improve student performance. "The focus of many of these efforts is business, education and the community working together in meaningful ways," he says. "This is not just checkbook philanthropy. We want to know that our contributions really make a difference."

"If we're going to continue to have a strong economy fueled by the work of qualified, skilled employees, we need to pay attention to what's happening in education," Rust adds. "We can't assume that teachers and schools can do it all by themselves."

The National Alliance of Business, challenged the nation to ensure that "every school should have a cadre of 'master' teachers certified by the National Board."

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and a CD-ROM that walks candidates through the process. The American Federation of Teachers (AFT) also distributes many of these same guides and continues to be a powerful advocate. AFT President Sandra Feldman, a member of the board of directors, praises National Board Certification as a growing indicator of teacher quality and professionalism. "The tens of thousands who volunteer to go through the rigorous certification process speak well of the determination and drive of our teachers."

Evidence of Success

NBPTS has had much success over the past 15 years. National Board Certification is recognized as a symbol of professional teaching excellence that validates highly accomplished teaching and serves as a new measure of teaching quality. But the National Board recognizes that the real test of its work lies in improving teaching and student learning.

To that end, NBPTS is sponsoring ongoing efforts to demonstrate the impact of National Board Certification on students, teachers, and schools. A recently released study, conducted by the Center for the Future of Teaching and Learning, found that teachers who achieved certification were more confident and better equipped as classroom teachers as a result of the certification process. Even candidates who did not achieve say that the process was an important professional development experience that made them better teachers.

Since achieving National Board Certification, teachers report increased recognition and respect; they also say they are consulted more frequently about education matters by administrators and other teachers. A 2001 survey found that nine out of ten NBCTs mentor candidates, four out of five coach new or struggling teachers, and two-thirds are involved in school or district leadership. In addition, four out of five develop or select materials and programs for students, and seven in ten report seeing positive changes in their students' engagement, achievement and motivation.

Principals and superintendents see this evidence with their own eyes. Kevin McHugh, principal of Pennwood Middle School in Yardley, Pa., and NASSP National Middle Level Principal of the Year, says: "Teachers who are in the process of National Board Certification are purposefully engaged in high quality learning and self-reflection about the teaching and learning process...I believe that the [NBPTS] process can be a catalyst in support of the many initiatives that teachers and schools must undertake to improve learning for all students."

By the beginning of 2003, the National Board will release the first-year results of a study of the effectiveness of National Board Certification and its influence on student achievement. The study is being conducted by William Sanders, who developed the statewide "value added" teacher evaluation system in Tennessee. Sanders is comparing a total of more than 800 North Carolina teachers, including those who achieved and did not achieve certification and those who have not participated in the process.

Another study by the Urban Institute and

Interested teachers listen to an NBCT speak about National Board Certification.

Gail Wortmann, NBCT from Iowa, has a chance to share her hopes for the teaching profession at a media and advocacy training for NBCTs hosted by NBPTS in Cincinnati, OH.

When I went through my board certification, the closest center to me was in Albuquerque, several hours away by air. It took a day to get there and two days to finish and fly back. Now, a candidate can basically drive down the block to their nearest downtown Sylvan/Prometrics Learning Center and finish in the same day.

Rebecca Palacios,

NBCT and former board member,

Corpus Christi, Texas

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I had indeed found my calling

Alberto Ramirez, NBCT,
Early Childhood/Generalist, (1998-99), California

Alberto Ramirez began the National Board Certification process looking for confirmation that he had chosen the right profession. After the certification process he emerged as a strong voice advocating for developmentally appropriate practice and bilingual education.

Ramirez earned a bachelor's degree in architecture, but jobs in that field were scarce. After his parents, both teachers, urged him to consider education, he earned his California teaching credential through an alternative certification program.

After five years in the classroom, Ramirez enjoyed teaching but still questioned whether he was in the right field. Working with underprivileged children, he often felt the need to address emotional and social development as well as basic learning skills.

"Sometimes I felt that I needed to serve as a psychologist or even a parent. I would go home in the evening thinking, 'I must not be doing a very good job. As much as I do, it never seems to be enough,'" he recalls.

Then Ramirez read the National Board Standards and realized he was doing just what accomplished teachers do — focusing on the whole child. And when he achieved National Board Certification, "I realized that I had indeed found my calling."

These days, when Ramirez talks about the need for educational reform, "people listen. They are willing to hear my point of view, and we have seen some major changes."

Ramirez has participated in educational initiatives at the invitation of the Bureau of Indian Affairs and the National Endowment for the Humanities. And he was recruited by the publisher of the *Stanford 9*, California's standardized test for grades 1-12, to join a task force charged with revising the test to be in line with accepted teaching standards.

Even with his advocacy work, Ramirez says he still makes the most difference in the classroom. "I think I have a bigger impact with the 20 students in my classroom than I would if I became an administrator trying to change things from the top," he contends.

Educational Testing Service will determine whether NBPTS is accurately identifying teachers with stronger academic skills and test scores.

The Next 15 Years

Currently, over one million of America's K-12 school children are under the daily supervision of National Board Certified Teachers. It will take at least another decade for the National Board Certification process and its growing army of NBCTs to influence each of the nation's classrooms, predicts Lee Shulman. "By then, teacher education, which has been heavily influenced by NBPTS Standards, will begin putting out generation after generation of new teachers socialized to think about standards, portfolios, and impact on student work."

To prepare for this dramatic increase, NBPTS will continue to evolve to support this growth. NBPTS will expand its use of technology so teachers can submit portfolios online, and assist in scoring assessments and teacher performances year-round from their homes.

NBPTS will also play a crucial role in helping to implement the federal *No Child Left Behind Law* that will require that all schools have highly qualified teachers. NBCTs will help mentor other teachers in their classrooms, speak out on teacher issues, and serve as exemplars of highly accomplished teaching that other teachers will strive to meet. NBPTS will continue to work with states and districts to increase the rewards of highly accomplished teaching through increased pay, improved working conditions, and greater professional opportunities.

Through these efforts, the National Board and the teachers it certifies will play an even more crucial role in building an education system where teacher quality is no longer a question or a concern, but a fact demonstrated by a significant percentage of teachers who have earned the right to be called a National Board Certified Teacher. △

Mayor Daley of Chicago recognizes local NBCTs.

Currently, over one million of America's K-12 school children are under the daily supervision of National Board Certified Teachers.

NBCTs share lesson plans and teaching strategies.

NBCTs: Reaching Every Student

Mary Staten, NBCT
Early Adolescence/Science, (1999-2000), Wisconsin

A favorite part of Mary Staten's work as a microbiologist with Miller Brewing Co. was working with children who were as fascinated by science as she was. So, when she decided to make a career move, becoming a teacher seemed a natural fit. After 15 years in the laboratory, Staten returned to her alma mater, Alverno College in Milwaukee, to earn a new degree in education. Alverno's curriculum for teaching candidates emphasized a skills and performance foundation, and the faculty there also introduce future teachers to National Board Certification as an effective pathway to ongoing exploration of their teaching practice.

Staten took that path after three years as a middle school science teacher with Milwaukee Public Schools. "I decided to seek National Board Certification to continue my learning and to gain more experience in science education," she says. "Also, I was thinking that I wanted to move more into a teacher leader role in the district, and I thought that National Board Certification would be a vehicle to help me prove myself and establish credibility as an accomplished teacher."

Staten discovered that National Board Certification offered a new way of assessing teaching effectiveness through continual reflection about what happens in the classroom and what and how well students learn.

"I'm always assessing whether and how the learning happens," she says. "And now that I am no longer in the classroom, I look at, how will this curriculum or that program support student learning? We think as educators we're always doing that, but I don't think it's always at the top of our minds. The National Board Certification process made it top of mind for me."

Staten currently works as the K-12 science curriculum specialist for Milwaukee Public Schools, and she stays close to the classroom by teaching a class for intern teachers on science instruction through the Compton Fellowship Program, one of several alternative teacher certification programs offered in the district.

She tells those teachers in training that, "National Board Certification is recognized as *the* certification to identify teachers who have demonstrated accomplished teaching. When you introduce yourself as a National Board Certified Teacher, that opens doors and people start listening."

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11/1/93 to 11/1/99

Arturo Pacheco
El Paso, TX
11/1/93 to 11/1/99

Mary Paulman
Montpelier, VT
10/20/93 to 10/20/94

Michael Randall
Monmouth Junction, NJ
11/1/93 to 11/1/99

Judith Rohde
Shoreview, MN
11/1/93 to 11/1/99

Norma Silva-Quinn
Austin, TX
1/1/93 to 1/1/96

Kay Toliver
Bronx, NY
10/20/93 to 10/20/96

Aaron Wallace
Tallahassee, FL
11/1/93 to 11/1/99

C. Adrienne White
Alexandria, VA
11/1/93 to 11/1/99

1994

Thomas Blanford
Raleigh, NC
11/1/94 to 11/1/00

Martin Gary Blumenstein
Chesapeake, VA
11/1/94 to 11/1/00

Joyce Briscoe
Albuquerque, NM
11/1/94 to 11/1/00

Gail Burrill
Hales Corners, WI
11/1/94 to 11/1/00

Lynn Cherkasky-Davis
Chicago, IL
11/1/94 to 11/1/00

John Cole
Austin, TX
11/1/94 to 11/1/00

Mary Diez
Milwaukee, WI
11/1/94 to 11/1/00

Joyce Elliott
Little Rock, AR
11/1/94 to 11/1/00

Gary Galluzzo
Centreville, VA
11/1/94 to 3/23/00

Karl Glenn
Ann Arbor, MI
10/20/94 to 10/20/95

Gail Huffman-Joley
Marshall, IL
11/1/94 to 11/1/00

Rosa Lujan
El Paso, TX
1/1/94 to 1/1/95

Sarah Stewart
Chapel Hill, NC
10/20/94 to 10/20/96

David Tatel
Washington, DC
10/20/94 to 10/20/97

Arthur Wise
Washington, DC
11/1/94 to 11/1/01

1995

Julie Ashworth
Sioux Falls, SD
11/1/95 to 11/1/01

Maynard "Chip" Baldwin
Barre, VT 05641
11/1/95 to 11/1/01

Barbara Bennett
Washington, DC
11/1/95 to 11/1/01

Carolyn Bitterwolf
Moscow, ID
11/1/95 to 11/1/01

Antonia Cortese
Albany, NY
11/1/95 to 11/1/01

Lorraine Crawford
Kenae, AK
10/20/95 to 10/20/96

Mary Buss
Grand Junction, CO
11/1/95 to 11/1/01

Roberta Doering
Agawam, MA
11/1/95 to 11/1/01

Sharon Draper
Cincinnati, OH
11/1/95 to 11/1/99

Cynthia Monberg Morris
Hammond, IN
11/1/95 to 11/1/00

Larry Peterson
Roy, UT
11/1/95 to 11/1/01

Leo Ramirez
Mcallen, TX
11/1/95 to 11/1/01

Harold Weymouth
Portsmouth, RI
11/1/95 to 11/1/01

1996

Thomas R. Davis, Jr.
Kansas City, MO
4/15/96 to 11/1/99

Jerry DeLuca
Princeton, NJ 08541
11/1/96 to 6/23/98

Antoine Garibaldi
Erie, PA 16541
5/14/96 to 6/1/00

1997

Hon. Gary Locke
Olympia, WA
11/1/97 to 11/1/00

Hon. Marc Racicot
Helena, MT
6/1/97 to 11/1/00

1998

Benjamin Canada
Atlanta, GA
11/1/98 to 11/1/01

1999

Paul Lemahieu
Honolulu, HI
11/1/99 to 12/1/01

Patricia Wasley
Seattle, WA 98195
11/1/99 to 11/1/01

TIMELINE

MAJOR EVENTS IN EDUCATION HISTORY

1635 — The first publicly funded school opens in Boston, MA.

1852 — The Massachusetts legislature enacts the first compulsory education law requiring every child to get an education.

1865 — By the end of the Civil War, most state constitutions guaranteed public support for public education.

1954 — The United States Supreme Court rules in *Brown vs. Board of Education of Topeka* that separate educational facilities for black and white children in the South are inherently unequal and unconstitutional.

1965 — Congress passes the Elementary and Secondary Education Act as part of President Lyndon Johnson's War on Poverty.

1979 — President Jimmy Carter creates the new cabinet level Department of Education.

1983 — A federal commission created by President Ronald Reagan publishes its report, *A Nation at Risk*.

1986 — *Teachers for the 21st Century: A Nation Prepared* is released.

1987 — The National Board for Professional Teaching Standards (NBPTS) was created to establish high and rigorous standards for what accomplished teachers should know and be able to do.

2002 — NBPTS celebrates 15 years of dedication to accomplished teaching.

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A 15th Anniversary Celebration

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